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1976 NEEDS ASSESSMENT
ADULT EDUCATION IN MONTANA

INTRODUCTION

Adult Education has become a moving force in America. Thousands of adults are attempting to improve their basic skills for self-improvement, recreation, job placement and job advancement. The concept of life-long learning and education is becoming a reality through Adult Education programs.

The major responsibility for Adult Education in Montana rests with the Office of the Superintendent of Public Instruction (OPI). Along with this responsibility the OPI has a strong desire to meet the educational needs of the adults in Montana. This desire created the impetus for this study. During November and December of 1976, the Bureau of Educational Services at Montana State University conducted a statewide needs assessment of Adult Education in Montana.

According to the Adult Education Needs Data, 1970 census, 4th Count summary tapes from the Information Division, Montana Department of Planning and Economic Development, there was a total of 440,583 adults 18 years of age and over residing in Montana. Of that total 171,119 (39 percent) possessed less than 12 years of schooling. Assuming that current data does not depart significantly from the 1970 figures, there exists a very large potential clientele for Adult Education services.

The purpose of the study was to determine:

1. Why members of the target population participate in Adult Education programs.

2. Why members of the target population do not participate in Adult Education programs.
3. What is the ability of the target population to pay for Adult Education.
4. How does a lack of education affect the life styles of the target population.
5. What are the expressed educational needs of the target population
a) residing in locales served by Adult Education; b) residing in locales not served by Adult Education.
6. What effect did Adult Education have on graduates of Adult Education programs: a) employment; b) family relations; c) life style; d) further educational needs.
7. How does lack of education affect the employment prospects of the target population.
8. Should Adult Education programs be expanded to additional communities.

In order to allow for a sampling of affected parties, that is to say, those individuals that have a stake in Adult Education and who could provide pertinent data concerning the needs for Adult Education in Montana several distinct groups of people (populations) were identified and samples were drawn from each. The populations surveyed included:

1. Students currently enrolled in Adult Education programs.
2. Graduates of Adult Education programs.
3. Members of the target population (adults who do not have a high school education) who were not availing themselves of Adult Education services residing in communities where services are not available (TP1).
4. Members of the target population who were not availing themselves of Adult Education services residing in communities where services are available (TP2).
5. Personnel directors of large companies in Montana.

Table 1 depicts the number of people interviewed from each of the first four populations stated above.

TABLE 1

Number of Persons Interviewed

Category	Number Interviewed
<u>Graduates</u> of Adult Education programs	181
<u>Students</u> currently enrolled in Adult Education programs	205
Members of the Target Population residing in towns where Adult Education programs are not available (TP1)	239
Members of the Target Population residing in towns where Adult Education programs are available (TP2)	245
TOTAL	870

The 181 graduates and 205 students were sampled from the following Adult Education programs:

1. Three Forks
2. Missoula
3. Butte
4. Helena
5. Great Falls
6. Billings
7. Havre
8. Browning

The 205 students and 245 members of TP2 were sampled from:

1. Thompson Falls
2. Missoula
3. Helena
4. Butte
5. Billings
6. Hardin
7. Havre
8. Great Falls
9. Browning

The 239 members of TP1 were sampled from the following communities:

1. Eureka
2. Shelby
3. Lewistown
4. Big Timber
5. Wolf Point
6. Miles City
7. Fairview
8. Broadus
9. Circle

In addition to these 870 adults, the personnel directors of the following eight companies were surveyed:

1. Montana State University
2. Anaconda Company
3. Montana Power (Butte)
4. Hannover-Waldan (Missoula)
5. Pierce Packing (Billings)
6. McIntyre Pontiac (Billings)
7. U.S. Forest Service
8. U.S. Post Office

The average age (mean) and standard deviation of those interviewed by category are shown in Table 2.

TABLE 2

Ages

Category	Mean Age	Standard Deviation
Graduates	39.1	11.2
Students	27.3	10.3
TP1	39.1	13.8
TP2	31.4	14.4

Table 3 shows the sex of the respondents by category.

TABLE 3
Sex of Persons Interviewed

Category	Male		Female	
	N	%	N	%
Graduates	62	36	112	64
Students	73	36	130	64
TP1	131	56	102	44
TP2	136	56	109	44

In order to allow for the collection of data pertinent to this study several survey instruments were developed. A copy of these instruments may be found in Appendix A.

Graduate students of Montana State University were trained in the personal administration and coding of the instruments. All results were calculated on the computer at Montana State University.

This report is primarily descriptive in nature. Responses to each question posed to the four categories of respondents are reported in table form. When an open-ended question (i.e., if yes, why) follows a scaled response question, a summary of these responses follows the appropriate table.

The rest of the report will be divided into the following seven major categories:

1. Attendance Desires of Population Not Attending

2. Reading
3. Unmet Education Needs and Adult Programs for Enrolling in Education
4. Employment Status and Job Desires
5. Ability and Willingness to Pay
6. Employee Responses
7. Conclusions and Recommendations

ATTENDANCE DESIRES OF POPULATION NOT ATTENDING

ADULT EDUCATION PROGRAMS

Data were collected from members in the target population who do not have Adult Education available in their community (TP1) or do have Adult Education available (TP2) but do not attend. Ninety percent or nine of every ten interviewed in TP1 had never attended Adult Education programs and seventy-six percent of those interviewed in TP2 had never attended an Adult Education program.

TABLE 4

Have Members of the Target Population ever Attended an
Adult Education Program

Category	<u>Ever Attended an Adult Education Program</u>			
	<u>Yes</u>		<u>No</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
TP1	23	10	209	90
TP2	60	24	184	76

A large number of the members in TP1 and TP2 are not familiar with Adult Education programs in general and in their community in particular. Seventy-five percent of the members of TP1 knew nothing about Adult Education while sixty-one percent of TP2 did not know about Adult Education programs in their community.

Typically, reasons given by members of TP1 and TP2 in response to the question "Why haven't you ever attended an adult education program?" were:

1. not interested in working for a diploma

2. I am busy working
3. too far away
4. not interested in it
5. haven't heard about the program

By far, the reason most often cited by members of TP1 was "...there is no program available."

TABLE 5

Are Members of Target Population Familiar with Adult
Education Programs in Their Community

Category	<u>Familiar with Adult Education</u>			
	Yes		No	
	N	%	N	%
TP1	20	25	60	75
TP2	95	39	146	61

When the members of TP1 and TP2 were asked if they would like to learn more about Adult Education, the response was very positive. Sixty-four percent of the members in TP1 and sixty-six percent of TP2 indicated they would like to learn more about Adult Education programs. Table 6 shows this result.

TABLE 6

Would Members of Target Population Like to Learn More
About the Adult Education Programs

Category	<u>Learn More About Adult Education Programs</u>			
	Yes		No	
	N	%	N	%
TP1	52	64	29	36
TP2	144	66	73	34

More than one-half of the persons interviewed in the target population where Adult Education was not available said they would attend Adult Education if a program were available. Fifty-five percent or seventy-seven said they would attend Adult Education Programs.

TABLE 7

Would members of the Target Population Now Residing in a Town Without
an Adult Education Program Attend if a Program Were Available

Category	<u>Attend if Available</u>			
	Yes		No	
	N	%	N	%
TP1	77	55	62	45

Trained professionals are on staff at most Adult Education centers to help students and potential students determine their educational needs and develop a program to meet those needs. Members of TP1 and TP2 were polled

to see if they would like to talk to such a person about their educational needs. Thirty-seven percent of TP1 said they would while sixty-three percent said they would not. In TP2, sixty-one percent said "yes" and thirty-nine percent said "no."

TABLE 8

Would Members of Target Population Like to Talk to a Trained
Professional About Their Educational Needs

Category	<u>Talk to Professional</u>			
	Yes		No	
	N	%	N	%
TP1	80	37	138	63
TP2	142	61	92	39

READING

In order to become a contributing member of society one must be able to read. In order to determine the types of reading difficulties the target population encounters, the effects these difficulties have on their lives and the impact the Adult Education programs have had on these problems, several important questions were asked.

Table 9 shows the response to the question: Have you ever experienced difficulty in reading anything?

TABLE 9

Have Respondents Ever Experienced Difficulty in Reading Anything

Category	<u>Experienced Difficulty in Reading</u>			
	<u>Yes</u>		<u>No</u>	
	N	%	N	%
Graduates	60	36	105	64
Students	108	56	85	44
TP1	68	30	161	70
TP2	57	23	188	77

It can be seen that the student group has the highest percentage (56%) of yes responses to this question while the lowest percentage fell among the TP1 and TP2 groups. This result could be partially explained by the fact that students are currently involved in reading activities and, therefore, are somewhat forced to recognize their difficulties. Members of TP1 and TP2 certainly have the opportunity to avoid the reading act.

Those that responded yes to the question reported they experience difficulty in the following reading activities:

1. general reading
2. newspapers
3. small print
4. big words
5. I am a very slow reader
6. job applications
7. all kinds of forms
8. job descriptions
9. understanding what I read
10. most all things

It was surprising to find that a number of respondents stated they could not see well enough to read.

The student, TP1 and TP2 groups were asked the question: "Have reading problems ever caused you embarrassment?" Their responses to this question may be found in Table 10.

TABLE 10

Have Reading Problems Ever Caused Embarrassment

Category	<u>Reading Problems a Cause of Embarrassment</u>			
	Yes		No	
	N	%	N	%
Students	67	48	73	52
TP1	37	30	88	70
TP2	33	55	27	45

The responses to this question are similar to the responses to the previous question and may be partially explained by the same reasoning.

Members of students, TP1 and TP2 groups reported their reading

problems have been a source of embarrassment to them. Typical responses included:

1. in trying to advance
2. with friends
3. everyday
4. kids tease me
5. when people talk with big words
6. in school, in front of others, when I had to read aloud
7. when I can't read the job application forms

The graduate, TP1 and TP2 groups were asked the question, "Have reading difficulties ever stopped you from applying for a job you really wanted?" Their responses to this question are found on Table 11.

TABLE 11

Have Reading Difficulties Ever Stopped Respondents From
Applying for A Job They Really Wanted

Category	Reading Difficulties Stopped Respondents From Applying for a Job			
	Yes		No	
	N	%	N	%
Graduates	12	12	88	88
Students	28	20	112	80
TP1	5	4	121	96
TP2	11	18	50	82

The low percentage of yes responses might be due to the type of jobs these people seek, i.e., jobs that have no reading component.

Table 12 depicts the responses to the question, "Were you ever denied a job because of your reading problems?"

TABLE 12

Were Respondents Ever Denied A Job Because of
Their Reading Problems

Category	<u>Denied a Job Because of Reading Problems</u>			
	Yes		No	
	N	%	N	%
Students	14	10	126	90
TP1	2	2	123	98
TP2	6	10	54	90

The percentage of yes responses to this question are quite low and not surprising. The reading requirements for most unskilled jobs are low or non-existent.

TABLE 13

Were the Respondents Denied a Promotion Because of
Their Reading Problems

Category	<u>Denied Promotion Because of Reading Problems</u>			
	Yes		No	
	N	%	N	%
Students	8	6	141	94
TP1	1	1	124	99
TP2	4	7	56	93

The responses to the three job-related questions form a very consistent pattern; a very small percentage of the respondents reported their reading difficulties have ever stopped them from applying for a job they wanted, caused them to lose a job they wanted, or have ever caused them to be denied a promotion. In each question, however, the largest percentage of yes responses occurred with either the graduate or student groups.

The student group also had the highest percentage of yes responses to the question: Has your reading difficulty affected your relationship with your family? See Table 14.

TABLE 14

Has Reading Affected Relationship With Their Family

Category	<u>Reading Difficulty Affected Relationship With Family</u>			
	<u>Yes</u>		<u>No</u>	
	N	%	N	%
Student	23	16	119	84
TP1	8	6	117	94
TP2	9	15	51	85

The reason for this occurrence might be explained by the responses to the question (posed to graduates and students only): Was one of the reasons for enrolling in the Adult Education program to improve your reading skills? See Table 15.

Responses of members of TP1 and TP2 who reported their reading difficulties affected their relationships with their families fall in two main areas:

1. I cannot read to my children
2. I cannot help my children with their homework

TABLE 15

Was One of the Reasons for Enrolling in the Adult Education Program to Improve Your Reading Skills

Category	<u>Did you Enroll to Improve Your Reading Skills</u>			
	<u>Yes</u>		<u>No</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Graduates	67	38	107	62
Students	131	65	71	35

Evidently there are members of the student and graduate groups whose jobs and/or lives were (are) being affected by their reading problems and they attempted to do something about it. In fact, 18 percent of the graduates and 17 percent of the students reported they had sought help prior to enrollment in their Adult Education program with their reading problems. See Table 16.

TABLE 16

Did Graduates and Students Seek Help With Their Reading Problems
Prior to Enrollment in Adult Education

Category	Seek Help with Reading Problems Prior to Adult Education			
	Yes		No	
	N	%	N	%
Graduates	21	18	101	82
Students	25	17	128	83

The second major aspect to be investigated in the reading areas was to determine the effects of the Adult Education program on the student and graduate groups. When asked the question, "Did (will) the Adult Education program improve your reading skills?", 70 percent of the graduates said it had and 94 percent of the students reported they thought it would. See Table 17.

TABLE 17

Did (will) the Adult Education Program Improve Your Reading Skills

Category	Did (Will) the Program Improve Your Reading Skills			
	Yes		No	
	N	%	N	%
Graduates	94	70	41	30
Students	151	94	9	6

Eighty-six percent of the student group also reported that as of January, the program had already helped improve their reading skills.

Table 18 shows the responses of the graduate and student groups to the question: Have your improved reading skills affected relationships with your families?

TABLE 18

Have Improved Reading Skills Affected Relationships
With Their Families

Category	Have Improved Reading Skills Affected Family Relationships			
	Yes		No	
	N	%	N	%
Graduates	45	37	76	63
Students	67	44	85	56

The student and graduate groups reported their improved reading skills now allow them to help their children with their homework, and their families respect them more.

In response to the question, "Have your improved reading skills affected your life in any other way?", the graduate and student groups reported the following:

1. I read more.
2. I can now understand what I read.
3. I have more self-confidence.
4. It has helped me to help others to want to read.

5. It has helped me become a better consumer.
6. Better able to communicate with neighbors.
7. I can now work in the community.

A number of other questions were asked of the graduates. Responses to these questions disclosed that 41 percent of the graduates believe their improved reading skills have allowed them to apply for jobs they would not have previously applied for, and 20 percent of the graduates reported their improved reading skills have already helped them be promoted.

Ninety-eight percent and 86 percent of the graduates and students respectively responded yes when asked if they had ever encouraged anyone else to attend the Adult Education program to improve their reading skills. See Table 19.

TABLE 19

Have Graduates and Students Encouraged Anyone Else to Attend
Adult Education Programs to Improve Their Reading Skills

Category	Encouraged Others to Attend Adult Education Programs and Improve Their Reading Skills			
	Yes		No	
	N	%	N	%
Graduates	98	77	29	23
Students	86	55	69	45

EDUCATIONAL NEEDS (UNMET) AND REASONS FOR
ENROLLING IN ADULT EDUCATION

In order to plan appropriate and meaningful education programs for adults, one must know their educational needs and desires. Table 20 depicts responses to the question: Do you have unmet educational needs?

TABLE 20

Do Respondents Have Unmet Educational Needs

Category	<u>Unmet Educational Needs</u>			
	<u>Yes</u>		<u>No</u>	
	N	%	N	%
Graduates	132	76	42	24
Students	133	67	65	33
TP1	163	70	68	30
TP2	172	70	73	30

As evidenced from the responses to this question, a very large proportion of the adult members of the target population admit to the fact that they have unmet educational needs.

When asked a question specifically about their needs in the areas of the metric system and consumer, they responded as reported in Table 21.

TABLE 21

Unmet Educational Needs

Category	<u>Metric System</u>				<u>Consumer Skills</u>			
	<u>Yes</u>		<u>No</u>		<u>Yes</u>		<u>No</u>	
	N	%	N	%	N	%	N	%
Graduates	136	80	33	20	116	68	55	32
Students	117	62	70	38	129	69	58	31
TP1	97	42	134	58	87	38	144	62
TP2	132	54	110	46	131	54	111	46

Additional unmet educational needs reported by the respondents were:

1. High school diploma
2. Mathematics
3. Reading
4. Welding
5. Mechanic skills
6. Secretarial skills

The needs for a high school diploma ranked as the number one need.

Surprisingly, there appeared to be little difference in the needs reported by the four groups.

Members of TP1 and TP2 were asked to indicate the ways in which they would want a learning program to be helpful to them. See Table 22.

TABLE 22

The Ways in Which Members of the Target Population Would Like
A Learning Program to be Helpful to Them

Ways a Program Would be Helpful	<u>Category</u>			
	<u>TP1</u>		<u>TP2</u>	
	N	Rank	N	Rank
To get a job	143	4	190	2
Carrying out everyday tasks and duties around the home	78	8	84	8
Spend my spare time more enjoyably	94	7	121	7
Meet new and interesting people	97	6	159	5
Get away from the daily routine	107	5	137	6
Become a better informed person	145	3	198	1
To pass the G.E.D.	149	2	181	4
To advance on a job	151	1	185	3

It can be seen from their responses they want the program to be quite practical. To get a job, to become a better informed person, to pass the G.E.D., and to advance on a job were the top four reasons expressed by both groups.

The graduates and students were asked if they had enrolled in the Adult Education program to increase their earning power. See Table 23.

TABLE 23

Did Graduates and Students Enroll in the Adult Education Program
to Increase Their Earning Program

Category	<u>Enroll to Increase Their Earning Power</u>			
	Yes		No	
	N	%	N	%
Graduates	146	84	28	16
Students	182	92	15	8

It can be seen that the vast majority enrolled in the program to increase their earning power. This suggests that prior to entry their needs were not markedly different than today's TP1 and TP2 groups.

Table 24 depicts the responses to the question: Would you enroll in Adult Education to generally enrich your lives?

TABLE 24

Would They Enroll in Adult Education and Generally Enrich Their Lives

Category	<u>Enroll in Adult Education to Generally Enrich Their Lives</u>			
	Yes		No	
	N	%	N	%
Graduates	135	78	39	22
Students	164	83	33	17
TP1	105	45	126	55
TP2	158	66	80	34

It appears, when the data are compared to the responses to the previous question, that the graduates and students have met or are meeting their basic needs and now wish to take courses without such a practical concern.

All four groups were asked if they planned on taking (additional) courses to meet their unmet educational needs. Their responses to this question are presented in Table 25.

TABLE 25

Do Respondents Plan to Take (Additional) Courses to Meet
Their Unmet Educational Needs

Category	<u>Plan for (Additional) Courses</u>			
	<u>Yes</u>		<u>No</u>	
	N	%	N	%
Graduates	110	70	47	30
Students	148	83	31	17
TP1	49	24	156	76
TP2	105	54	90	46

Seventy percent of the graduates and 83 percent of the students indicated they planned to take additional courses while only 24 percent of TP1 and 54 percent of TP2 planned to take courses to meet their unmet educational needs. This data suggests the student and graduate groups are satisfied with their programs and desire to take additional work, while a smaller percentage of TP1 and TP2 clientele for Adult Education exists.

Those respondents who reported they had unmet needs were asked if they planned to take courses to meet these needs. Members of the student and graduate groups typically responded by stating they would take specific courses to meet the stated need. Very few members of TP1 and TP2 reported they planned to take courses to meet their needs. Typically, of the reasons stated why they (TP1 and TP2) did not plan to take courses were:

1. There aren't any available.
2. No time, I am too busy.
3. I don't know of any.
4. I am too old.
5. I have other responsibilities.
6. I don't want to.

Members of TP1 and TP2 were also asked the following questions:

1. Do you think you would do well in a program to make yourself good at a job?
2. If you do not think you would do well, is this a reason for your not becoming involved in an Adult Education program?

Responses to these questions are shown in Tables 26 and 27.

TABLE 26

Whether or Not Members of the Target Population Think They Would do Well in A Program to Make Them Good at A Job

Category	<u>Do Well in A Program</u>			
	<u>Yes</u>		<u>No</u>	
	N	%	N	%
TP1	162	70	69	30
TP2	198	82	42	18

TABLE 27

If Members of the Target Population Did Not Think They Would Do Well in A Program, Was That A Reason for Them Not Becoming Involved With an Adult Education Program

Category	<u>Not Doing Well A Reason for Not Becoming Involved</u>			
	Yes		No	
	N	%	N	%
TP1	27	42	38	58
TP2	11	28	29	72

Although the majority who responded thought they would do well, a substantial number did not think they would do well and indicated "that feeling" has stopped them from enrolling in an Adult Education program.

The interviewers were instructed to ask four additional questions of those members of TP1 and TP2, identified through the interview process, as having an English-speaking problem. Of the 584 members of TP1 and TP2 interviewed, fifty-seven were so identified, but only thirteen responded no to the question, "Is English your major language?" Of the thirteen, nine responded their inability to speak English caused them problems but only seven reported they would take courses, if available, to help them speak better English. The final question asked of this group was: If instruction were offered in your second/primary language would you participate? Eight responded affirmatively.

EMPLOYMENT STATUS AND JOB DESIRES

Table 28 represents the present employment status of the population surveyed. Approximately fifty percent of the graduates of Adult Education programs were employed while approximately twenty-five percent of students enrolled in Adult Education programs were employed. Members of the target population not having Adult Education available to them showed about seventy-five percent employment. Approximately sixty percent of the adults living in areas having Adult Education programs were unemployed.

TABLE 28

Respondent's Present Employment Status

Category	<u>Presently Employed</u>			
	Yes	%	No	%
Graduates	84	48	89	52
Students	56	28	147	72
TP1	168	74	60	26
TP2	100	42	136	58

The type of work members of the target population do was separated into three categories--skilled labor, unskilled labor, and professional. Table 29 represents the distribution.

TABLE 29

Type of Present Employment of Respondents

Present Employment Category	<u>Respondent Category</u>							
	<u>Graduate</u>		<u>Student</u>		<u>TP1</u>		<u>TP2</u>	
	N	%	N	%	N	%	N	%
Skilled Labor	41	50	20	36	44	25	40	40
Unskilled Labor	30	36	33	60	126	71	59	59
Professional	11	14	2	4	8	4	2	1

A total of sixty-four percent of the graduates of Adult Education programs were employed as skilled labor or in the professions. In the target population not having Adult Education programs available to them, a total of twenty-nine percent were employed as skilled labor or in the professions. A total of forty-two percent of the target population where Adult Education programs were available were employed as skilled labor or in the professions.

It is interesting to examine the type of work persons in the target population who are presently employed desire to do. Typical jobs reported included: waitress, trucker, logger, clerk, gas station attendant, and farm worker. A number of female respondents reported their employment status as housewife.

TABLE 30

Type of Work Desired by Those Presently Employed
(Of Those Who Indicated a Desire to do Different Work)

Desired Work Category	<u>Respondent Category</u>							
	Graduate		Student		TP1		TP2	
	N	%	N	%	N	%	N	%
Skilled Labor	28	74	21	60	41	56	36	76
Unskilled Labor	1	3	4	11	19	26	7	15
Professional	9	23	10	29	13	18	4	9

Almost 100 percent of the graduates interviewed desired to work as a skilled laborer or work in the professions. Three of every four persons interviewed in areas not having Adult Education programs desired to work as skilled laborers or as professionals. Eighty-five percent of the target population not attending Adult Education but having it available to them desired to be employed as skilled laborers or in the professions. Of the students attending the program, nine or ten hoped to enter the professions or be a skilled laborer upon completion of the program.

A number of employed respondents indicated that, if given a chance, they would like to do work different from what they are now doing. The kinds of desired jobs included secretary, nurse, mechanic, electrician, welder, head sawyer, owner of a farm, and construction trade. The trend indicated suggests the shift from actual employment to desired employment to be from unskilled to skilled.

TABLE 31

Previous Training in Area of Desired Work by Those Presently Employed

Category	<u>Previous Training</u>			
	Yes		No	
	N	%	N	%
Graduates	23	68	11	32
Students	23	62	13	35
TP1	43	49	44	51
TP2	24	39	37	61

The graduates and students of Adult Education programs appear to have had more training for their jobs than the other groups in the target population. A total of sixty-eight percent of the graduates and sixty-two percent of the students had previous training for the jobs they hold. Less than fifty percent of those not availing themselves of Adult Education for whatever reasons had previous training for the jobs they hold. See Table 31.

Do the members of the target population like the job they presently have? There seems to be little difference between the groups of the target population. Graduates of Adult Education programs, persons in areas where Adult Education is taught but they have not attended, and persons not having Adult Education in the areas where they live, like their jobs with about the same consistency.

The percentages of agreement with the job were graduates, sixty-five; TP1, sixty-three; and TP2, sixty-eight. Eight out of ten students or eighty-four percent of the students enrolled in Adult Education programs like the jobs. The school responses are found in Table 32.

TABLE 32
Like Present Job

Category	Do You Like Your Present Job?					
	Yes		It's OK		No	
	N	%	N	%	N	%
Graduate	55	65	20	24	8	10
Student	46	84	6	11	3	5
TP1	111	63	58	33	6	3
TP2	68	68	23	23	10	10

The graduates and students were surveyed to determine if the Adult Education program helped or will help prepare them to get the kind of job they want. A total of seventy-nine percent of the graduates responded yes while twenty-one percent said no. Nine of every ten students, or ninety-one percent, said yes while eighteen (nine percent) said no. Table 33 shows the results.

TABLE 33

Whether or Not the Graduates and Current Students Think the Program
Helped (Will Help) to Prepare Them to
Get the Kind of Job They Want

Category	Did the Program Help (Will Help)			
	Yes		No	
	N	%	N	%
Graduates	134	79	36	21
Students	176	91	18	9

The reasons most often stated by graduates and students as to how the program will (has) prepared them for the type of employment they desire included: receipt of G.E.D., a high school diploma is needed for most jobs, taught fundamentals to prepare me for the job, and it is basic for job advances.

The students and graduates who do not believe the program had (will) prepared them for the type of employment they desire offered the following suggestions for program improvement: on the job training should be provided, make the program tougher, and make the program more related to the job.

Do persons in the target population desire to do work other than what they are presently doing? Of the graduates questioned, forty-two percent said yes while fifty-eight percent said no. The data show that two of three, or sixty-seven percent, of the students desire different work while seventy-three or forty-four percent of persons residing where

Adult Education is not available said yes. A total of fifty-two or fifty-eight percent of the people not attending Adult Education where it is available desire to do different work. The data are found in Table 34.

TABLE 34

Desire of Applicants to do Different Work From That Which They
are Now Doing (Those Who are Presently Employed)

Category	<u>Desire for Different Work</u>			
	<u>Yes</u>		<u>No</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Graduate	34	42	47	58
Student	37	67	18	33
TP1	73	44	94	56
TP2	52	58	38	42

ABILITY AND WILLINGNESS TO PAY

As shown in Table 35, ninety-one percent of the graduates of Adult Education programs did not pay for the education they received. Only three of the 200 students presently enrolled pay for the services.

TABLE 35

Did (Are) Graduates and Students Pay(ing) for the Adult
Education Program They Attended

Category	<u>Pay for Adult Education Program</u>			
	<u>Yes</u>		<u>No</u>	
	N	%	N	%
Graduates	16	9	157	91
Students	3	2	197	98

When asked a question about their willingness to pay, ninety-seven percent of the graduates and eighty-six percent of the present students said they would be willing to pay for the education. See Table 36.

TABLE 36

Graduate and Students Willingness to Pay for Adult Education

Category	<u>Willingness to Pay</u>			
	<u>Yes</u>		<u>No</u>	
	N	%	N	%
Graduates	64	97	2	3
Students	70	86	11	14

Of the graduates who did not pay for Adult Education, fifty-nine percent, or ninety-five, said they could not have afforded to pay for the education. Fifty-eight percent of the students also stated they could not afford to pay. Table 37 shows the results.

TABLE 37

If Graduates and Students Did Not Pay to Attend the Adult Education Program, Could They Have Afforded to Attend the Program

Category	<u>Ability to Pay</u>			
	Yes		No	
	N	%	N	%
Graduates	67	41	95	59
Students	83	42	116	58

Members of the target population who have not attended Adult Education programs were asked about their willingness to pay for Adult Education. Of the persons living in communities where Adult Education is not available, fifty-four percent said they would not pay for Adult Education. Forty-five percent of the people interviewed living in communities where Adult Education is available but who do not attend said they would not pay. Table 38 depicts the results.

TABLE 38

Would Members of Target Population Pay to Attend
an Adult Education Program

Category	<u>Pay to Attend Program</u>			
	<u>Yes</u>		<u>No</u>	
	N	%	N	%
TP1	107	46	123	54
TP2	125	55	112	45

Forty-six and fifty-five percent of TP1 and TP2 respectively reported they would be willing to pay to attend Adult Education. The reasons stated by those that said they would not pay to attend were:

1. should be given by government
2. I can't afford it
3. not worth it
4. not sure it would do any good
5. should be tax supported
6. money must go to support family

Forty-seven percent of TP1 said they would attend if financial support were available. Sixty-one percent of TP2 said they would attend if financial support were available. See Table 39.

TABLE 39

If Members of Target Population Were Unwilling to Pay for
Adult Education, Would They Attend if
Support Were Available

Category	<u>Attend if Support Were Available</u>			
	Yes		No	
	N	%	N	%
TP1	59	47	66	53
TP2	69	61	44	39

Additional questions were posed to the four groups concerning the amount they could afford to pay. It was found that the respondents were unable to attach an exact dollar figure to the question and, therefore, no valid data were collected.

The unemployed in the target population were also interviewed. One type of work generally done by the unemployed was unskilled labor. Totals of fifty-five or sixty-four percent of the graduates, ninety-eight or seventy-two percent of the students, thirty-three or ninety-four percent of TP1 and eighty-nine or sixty-four percent of TP2. Very few professionals were unemployed across the entire target population. The data are found in Table 40.

TABLE 40

Type of Work Done by Those Presently Unemployed

Work Category	<u>Respondent Category</u>							
	<u>Graduate</u>		<u>Student</u>		<u>TP1</u>		<u>TP2</u>	
	N	%	N	%	N	%	N	%
Skilled Labor	28	32	36	26	2	6	48	35
Unskilled Labor	55	64	98	72	33	94	89	64
Professional	3	4	3	2	0	0	1	1

The time unemployed varied with the different groups in the target population. Over one-half of the graduates and students were unemployed for over six months while over one-half of TP1 and TP2 were unemployed for between one and six months. The data are shown in Table 41.

TABLE 41

Time Since the Unemployed Were Last Employed

Category	<u>Time Since Last Employed</u>					
	<u>Less Than 1 Month</u>		<u>1-6 Months</u>		<u>More Than 6 Months</u>	
	N	%	N	%	N	%
Graduates	11	13	28	34	43	53
Students	15	11	39	29	80	60
TP1	8	24	18	54	7	21
TP2	24	18	69	52	40	30

Do the unemployed desire to return to the same type of work? Of the graduates, two of every three, or sixty-seven percent, do not want to return to the kind of work they left. The students' desire to change occupation was even stronger.

Seventy-seven percent of the students desire new areas of employment. Approximately sixty percent of the persons in TP1 and TP2 did not want to return to the work they left before unemployment.

TABLE 42

The Unemployed Desire to Do the Same Kind of Work Again

Category	<u>Same Kind of Work</u>			
	<u>Yes</u>		<u>No</u>	
	N	%	N	%
Graduate	36	33	53	67
Student	30	23	99	77
TP1	15	43	20	57
TP2	60	45	72	55

The graduates of and students in Adult Education programs showed a strong preference to do skilled labor or professional work. When asked to reveal the type of work they would like to do, eighty-two percent of the graduates said skilled labor and fourteen percent said professional work. The students' replies showed seventy-seven percent wanting to do skilled labor and fifteen percent preferred professional work.

Members of TP2, those persons living in areas that have Adult Education programs but do not attend, showed a strong preference for skilled labor and fifteen percent preferred professional work.

Members of TP1 showed a stronger desire than other members of the target population to do unskilled labor. Three of every ten interviewed, or thirty-one percent, like to do unskilled labor. Forty-six percent preferred skilled labor and twenty-three percent preferred professional work.

TABLE 43

The Type of Work the Unemployed Would Like to Do

Work Category	<u>Respondent Category</u>							
	<u>Graduate</u>		<u>Student</u>		<u>TP1</u>		<u>TP2</u>	
	N	%	N	%	N	%	N	%
Skilled Labor	46	82	87	77	16	46	57	76
Unskilled Labor	2	4	9	8	11	31	7	9
Professional	8	14	17	15	8	23	11	15

Are the members of the target population trained for the kinds of employment they desire to do? Seventy-two percent of the graduates have had a lot or some training while fifty-eight percent of the students have had a lot or some training. Sixty-two percent of TP1 and fifty-five percent of TP2 have had a lot or some training. The data are displayed in Table 44.

The work types of the unemployed, when employed, were quite similar to those of the employed--generally falling in the unskilled area. What differences between the two groups were noticed? A number of the unemployed worked in specialty areas such as pool manager, ticket agent, oil rig worker, and life guard.

The types of work the unemployed would like to do were also very similar to the desires of the employed.

TABLE 44

The Amount of Previous Training the Unemployed Have Had
for Their Desired Employment

Category	<u>Amount of Previous Training</u>					
	<u>A Lot</u>		<u>Some</u>		<u>None</u>	
	N	%	N	%	N	%
Graduate	3	5	39	67	16	28
Student	6	5	60	53	48	42
TP1	3	8	20	54	14	38
TP2	7	8	37	47	35	44

Students and graduates of Adult Education programs have considerably more training for the jobs they desire than members of TP1 and TP2.

EMPLOYER

Several questions were asked employers regarding education requirements of the unskilled and skilled employees and their understanding of Adult Education. Six of the eight firms interviewed do not have educational requirements for their lowest level of employment. There are not any specified reading skills for the job of foreman and below, and the employers report in six or eight cases they have not noted any deficiencies in reading skills among their employees.

The majority of the employers interviewed were aware of Adult Education programs in their communities. Six of the eight employers interviewed reported they had suggested Adult Education to their employees. The employers were split four to four regarding their willingness to provide released time for employees to attend Adult Education classes. Four of the eight interviewed said they would pay the tuition costs of their employees to attend Adult Education classes while four said they would not.

Seven of the eight companies provide training programs for the employees being considered for advancement. Six of the eight companies said yes when asked if educational preparation affected an individual's opportunity to advance within the company. When asked what kinds of educational need employees had that Adult Education could meet, the responses centered around the basic skill areas of mathematics, reading, English, and occupational courses such as welding, electronics, and mechanics.

SPECIFIC NOTES ON GRADUATES OF ADULT EDUCATION PROGRAMS AND STUDENTS PRESENTLY ENROLLED

Many graduates and students were very eager to talk about Adult Education and how it has affected their lives. Their observations and comments are reported in Appendix B.

CONCLUSIONS

1. Members of the target population not having Adult Education available to them would like to know more about the program.

2. More than fifty percent of the adults residing in communities not having Adult Education programs would attend if the service were available.

3. Adults living in communities where Adult Education programs are available would like to know more about the programs.

4. Students enrolled in Adult Education programs are more aware of reading problems than members of the target population not attending Adult Education.

5. While members of the target population (TP2) who do not avail themselves of the Adult Education service available do not see reading as a problem, over fifty percent report reading problems have caused them embarrassment.

6. The types of jobs members of the target population seek do not have stringent reading requirements.

7. Adult Education improved the reading skills of two of every three adults enrolled.

8. Nine of every ten students enrolled felt Adult Education will improve or has improved their reading skills.

9. Improved reading skills has had a positive affect upon the students and graduates relationships with their families.

10. Approximately one-half of the graduates of Adult Education programs believe their improved reading skills have allowed them to apply for jobs they would not have applied for previously.

11. One of every five graduates interviewed believe their improved reading skills have helped them be promoted on their present job.

12. Seven of every ten persons interviewed where Adult Education is not available have unmet educational needs.

13. A high school diploma ranks as the number one unmet need of members in the target population.

14. Improved consumer skills ranks as an unmet need for approximately sixty percent of the members of the target population.

15. Improved skills and understanding of the metric system ranks high as an unmet educational need for over sixty percent of the target population.

16. Adults living in areas where Adult Education is not available would like Adult Education to help them: a) Advance on a job, b) pass the G.E.D., c) become a better informed person, and d) to get a job.

17. Adults living in areas where Adult Education is available but who are not attending would like Adult Education to help them: a) Become a better informed person, b) get a job, c) to advance on the job, and d) to pass the G.E.D.

18. Eight of every ten graduates and nine of every ten students enrolled in the program enrolled in Adult Education to increase their earning power.

19. Members of the target population have a general desire to enrich their lives and see Adult Education as a vehicle for accomplishing this desire.

20. Graduates of and students enrolled in Adult Education programs are satisfied with their programs and desire to do additional work.

21. Adults residing in areas where Adult Education is not available have unmet educational needs and would attend Adult Education programs if they were available.

22. Approximately three of every four adults interviewed who are not enrolled in Adult Education programs believe they would do well in an Adult Education program designed to make them good at a job.

23. Fifty percent of the graduates of Adult Education programs are employed in skilled jobs.

24. Seventy-one percent of the target population not having Adult Education programs available to them do unskilled labor.

25. Only twenty-six percent of the adults interviewed in areas not having Adult Education programs preferred to work at unskilled labor while fifty-six percent preferred to work at skilled labor, and eighteen percent preferred to work as professionals.

26. Seventy-six percent of the adults interviewed who have Adult Education programs available to them but do not attend desire to do skilled labor and nine percent desire to work as professionals.

27. Graduates of and students enrolled in Adult Education programs have more training for the jobs they desire than other members of the target population.

28. Adult Education programs have helped graduates of the program secure the kinds of job they want.

29. The student enrolled in the program and the graduates of the program felt the education they received was of the quality they would be willing to pay for. However, sixty percent of those who would be willing to pay could not have afforded to pay.

30. More than fifty percent of the adults living in areas where Adult Education is not available or not attending Adult Education where it is available said they would not pay to attend Adult Education programs.

31. Approximately fifty percent of the adults in the target population would attend Adult Education programs if support were available.

32. The kind of work done by approximately sixty-five percent of the unemployed adults in the target population is unskilled labor.

33. The majority of unemployed in the target population desire to change from unskilled to skilled labor when they work again.

34. Employers who provide inservice education for their adult employees would be interested in combining their program with available Adult Education programs. Released time from work and payment of tuition costs may be possible.

35. It does not appear that an inability to speak English is a major problem of members of the target population.

36. It appears that an important reason for enrolling in Adult Education is to improve one's reading abilities.

37. Adult Education programs have a positive effect upon job procurement and job advancement.

38. There appears to be a substantial number of adults living in areas not being served by Adult Education programs who would avail themselves of the service if available.

RECOMMENDATIONS

1. Adult Education services should be expanded. Expansion should occur primarily in areas not presently being served.

2. Programs to be expanded into areas not presently being served by Adult Education should concentrate on:

- a. Providing basic skills to prepare participants to pass the G.E.D.
- b. To prepare participant to acquire the job he/she desires.
- c. To provide learning opportunities to allow participant to become a better informed person.

3. Information about Adult Education programs should be made more available to members of the target population. This information should indicate how the programs can meet their unmet educational needs. Word of mouth and the media are recommended as the vehicles for spreading information.

4. Since it appears that students and graduates have been well satisfied and have profited from their Adult Education programs, they should be encouraged to "spread the word" about Adult Education to other members of the target population.

5. Since many members of TP1 and TP2 would be willing to pay for Adult Education, tuition could be assessed and paid only for those who have a financial need.

6. An attempt should be made to provide on-the-job training as a part of the Adult Education programs.

7. Adult Education programs should provide instruction in the metric system and consumer skills.

8. Course work should be expanded to provide additional learning opportunities for those persons who have completed an Adult Education program.

9. Since a great many respondents indicated a desire to move from unskilled to skilled jobs, instruction should be provided to help meet these desires.

10. Adult Education should seek ways to coordinate adult education programs with inservice programs sponsored by local employers.

11. A continued emphasis on improving participant reading skills should be provided in Adult Education programs.

12. Adult Education centers should conduct their own needs assessment every two years. The needs assessment should focus on the unmet educational needs of the graduates, and those adult members of the target population who are eligible but have not attended.

13. Adult Education programs should allow for participants to acquire job entry and job advancement skills.

14. Adult educators should continue and perhaps extend their effort to identify job entry skills required by local employers.

15. Adult educators should continue and perhaps extend their efforts to work cooperatively with Montana Job Service Centers.

16. The unemployed members of the target population expressed a desire to improve their employment status and constitute a large body of potential recipients of Adult Education services. A continued and expanded effort should be made to encourage these people to participate in Adult Education.

APPENDIX A

(INTERVIEW FORM)

NUMBERS OF TARGET POPULATION NOT AVAILING THEMSELVES
OF ADULT EDUCATION PROGRAMS (TP1 AND TP2)

Mrs.

Mr. _____ My name is _____

Miss

The director of adult education in Montana is sponsoring a study to determine whether or not there is a need for further educational programs for adults in Montana. May I please have a few minutes of your time to ask you a few questions?

1. What is your age? _____ Years

Don't ask but check Sex: _____ Male _____ Female

2. What was the last year of school completed? _____

(If you know they are unemployed do not ask) Go to 8.

3. Are you presently employed?

_____ Yes

_____ No

3a. What type of work do you do? _____

4. After recording type of work, check corresponding category:

_____ Skilled Labor

_____ Unskilled Labor

_____ Professional

5. Do you like the job you presently hold?

_____ Yes

_____ It's o.k.

_____ No

6. Would you like to do different work from that which you are now doing?

_____ Yes

_____ No

If Yes Ask 7

7. What kind of work would you like to do?

7a. Have you had any training or experience in that area?

☐ Yes

☐ No

7b. After recording type of work, check corresponding category.

☐ Skilled Labor

☐ Unskilled Labor

☐ Professional

(If unemployed ask!)

8. What type of work do you do when you work? _____

8a. After recording type of work done, check corresponding category here:

☐ Skilled Labor

☐ Unskilled Labor

☐ Professional

8b. How long has it been since you worked?

☐ Less than one month

☐ 1-6 months

☐ more than 6 months

8c. Do you want to do the same type of work again?

☐ Yes

☐ No

8d. If no, what would you like to do? _____

8e. After recording type of work desired, check corresponding category here:

☐ Skilled Labor

☐ Unskilled Labor

☐ Professional

8f. Have you had any training or experience in that area?

☐ Yes, a lot

☐ Yes, some

☐ No, none

Now I'm going to ask you some questions about training programs, courses, and activities intended to teach people about things they want or need to learn. We'll call these adult education programs.

9. Let's suppose you took an adult education program to make you very good at a job. Do you think that you would do well in the program?

_____ Yes
_____ No

If no, is this one reason why you have not been involved with an adult education program?

_____ Yes
_____ No

10. In which of the following ways would you most want a learning program to be helpful to you?
- a. _____ to get a job
 - b. _____ carrying out everyday tasks and duties around home
 - c. _____ spend my spare time more enjoyably
 - d. _____ meet new and interesting people
 - e. _____ get away from the daily routine
 - f. _____ become a better informed person
 - g. _____ to pass the G.E.D.
 - h. _____ to advance on a job

Ask only if speaker appears to have English speaking problems.

- 10b. Is English your major language?

_____ Yes
_____ No

If no, has your inability to speak English caused you any problems?

_____ Yes
_____ No

- 10c. If instruction were offered in your second/primary language would you participate?

_____ Yes
_____ No

Do not ask but indicate dominant language _____

11. Would you enroll in a program to generally enrich your life?

_____ Yes
_____ No

12. Have you ever attended an adult education program?

_____ Yes
_____ No

If no, why not? _____

If yes go to 13

13. Were you satisfied with the program?

☐ Yes

☐ No

If no, why not? _____

If a town with a program ask

13a. What town do you currently live in? _____

Are you familiar with the adult education program in _____.

☐ Yes

☐ No

Would you like to learn more about the program?

☐ Yes

☐ No

If they reside in a town without a program ask

If a program were available in _____ town would you attend?

☐ Yes

☐ No

14. Have you ever experienced difficulty in reading anything?

☐ Yes

☐ No

If yes, what? _____

If no, go to 16

15. Has your reading difficulty ever stopped you from applying for a job you really wanted?

☐ Yes

☐ No

If yes, which job? _____

15a. Were you ever denied a job because of your reading problem?

☐ Yes

☐ No

If yes, what job(s)? _____

15b. Were you ever denied a promotion because of your reading problems?

☐ Yes

☐ No

15c. Has your reading difficulty ever caused you embarrassment?

☐ Yes

☐ No

If yes, when? _____

15d. Has your reading difficulty affected your relationship with your family?

☐ Yes

☐ No

If yes, how? _____

16. Do you feel as though you have any unmet educational needs?

☐ Yes

☐ No

16a. If yes, what are they? _____

16b. If the metric system is not mentioned ask - What about the metric system?

☐ Yes

☐ No

16c. If consumer skills are not mentioned ask - What about things that would help you become a better consumer?

☐ Yes

☐ No

16d. If any needs stated - Do you plan to take any courses to meet those needs?

☐ Yes

☐ No

If yes, which courses and where do you plan to take them? _____

If no, why not? _____

Would you like to talk to a trained professional about your educational needs?

☐ Yes

☐ No

17. Would you pay to attend an adult education program?

 Yes

 No

17a. If yes, what would be the maximum amount you could afford to pay?

17b. If no, why would you not pay to attend? _____

17c. If no to 17, would you attend if support were available for your tuition?

 Yes

 No

If no, why not? _____

(INTERVIEW FORM)
STUDENTS IN ADULT EDUCATION PROGRAMS

Mr. _____
Mrs. _____ My name is _____
Miss _____

The director of Adult Education in Montana is sponsoring a study to find out how students currently enrolled in Adult Education programs feel about the program. May I please have a few minutes of your time to ask you a few questions?

1. What is your age? _____ years
Don't ask but check sex: Male _____ Female _____

2. Are you presently employed?
____ Yes
____ No

If no go to 7

2a. What type of work do you do? _____

3. After recording type of work check corresponding category:
____ Skilled Labor
____ Unskilled Labor
____ Professional

4. Do you like the job you presently hold?
____ Yes
____ No
____ It's OK

5. Would you like to do different work from that which you are now doing?
____ Yes
____ No

If yes ask 6

6. What kind of work would you like to do? _____

6a. Have you had any training or experience in that area?
____ Yes
____ No

6b. After recording type of work, check corresponding category:

- ☐ Skilled Labor
☐ Unskilled Labor
☐ Professional

Employment

7. What type of work do you do when you work? _____

7a. After recording type of work done, check corresponding category:

- ☐ Skilled Labor
☐ Unskilled Labor
☐ Professional

7b. How long has it been since you worked?

- ☐ Less than one month
☐ 1-6 months
☐ More than 6 months

7c. Do you want to do the same type of work again?

- ☐ Yes
☐ No

7d. If not, what would you like to do? _____

7e. After recording type of work desired, check corresponding category:

- ☐ Skilled Labor
☐ Unskilled Labor
☐ Professional

7f. Have you had any training or experience in that area?

- ☐ Yes, a lot
☐ Yes, some
☐ No, none

8. Now I'm going to ask you some questions about the adult basic education program you are now enrolled in.

8a. Do you think the program will prepare you to get the kind of job you want?

- ☐ Yes
☐ No

8b. If yes, how? _____

8c. If no, what kind of additional courses or activities should be added to the program? _____

9. Was one of the reasons you enrolled in the adult education program to help you improve your reading skills?

_____ Yes

_____ No

If yes, go to 9a; if no, go to 10

9a. Do you think the adult education program will improve your reading skills?

_____ Yes

_____ No

If yes, go to 9b; if no, go to 10

9b. Has the program helped your reading skills so far?

_____ Yes

_____ No

If yes, go to 9c; if no, go to 10

9c. Have your improved reading skills affected your relationship with your family?

_____ Yes

_____ No

9d. Have your improved reading skills affected your life in any other way?

_____ Yes

_____ No

If yes, in what way? _____

9e. Have you encouraged anyone else to attend an adult education program to improve their reading skills?

_____ Yes

_____ No

9f. Did you seek help with your reading problems prior to your enrollment in the adult education program?

_____ Yes

_____ No

If yes, what program? _____

9g. If you no longer had your present reading difficulties, how would your life be affected? _____

10. Have you ever experienced difficulty in reading anything?

☐ Yes

☐ No

If yes, what? _____

If yes, go to 10a

10a. Has your reading difficulty ever stopped you from applying for a job you really wanted?

☐ Yes

☐ No

If yes, which job? _____

10b. Were you ever denied a job because of your reading problems?

☐ Yes

☐ No

If yes, what job(s)? _____

10c. Were you ever denied a promotion because of your reading problems?

☐ Yes

☐ No

10d. Has your reading difficulty ever caused you embarrassment?

☐ Yes

☐ No

If yes, when? _____

10e. Has your reading difficulty affected your relationship with your family?

☐ Yes

☐ No

If yes, how? _____

11. Do you think that you will have any unmet educational needs upon the completion of your present program?

☐ Yes

☐ No

11a. If yes, what do you think they will be? _____

11b. If the metric system is not mentioned ask: What about the metric system?

 Yes

 No

11c. If consumer skills are not mentioned ask: What about things that would help you become a better consumer?

 Yes

 No

11d. If any needs stated ask: Do you plan to take any additional courses after you complete this program?

 Yes

 No

If yes, which courses and where do you plan to take them?

If no, why not? _____

Would you like to talk to a trained professional about your educational needs?

 Yes

 No

12. Did you enroll in the adult education program to generally enrich your life?

 Yes

 No

13. Did you enroll in the program to learn something that could help you increase your earning power?

 Yes

 No

14. Are you paying for the adult education program you are attending?

 Yes

 No

If no, go to 14b

14a. If yes, how much are you paying for each course? _____

14b. If no, what type of support do you have? _____

14c. If no: If no support was available, could you afford to attend the program?

 Yes

 No

14d. If no to 14c: What is the amount you can pay? _____

14e. If yes to 14c: Would you be willing to pay for the program
yourself?

_____ Yes

_____ No

(INTERVIEW FORM)

EMPLOYERS

Name of Company _____

Position of individual being interviewed _____

1. Do you have any educational requirements for the lowest level of employment in your company?

☐ Yes

☐ No

If yes, what are they? _____

2. What types of reading skills are needed by foremen and below?

If 2 answered, go to 3

3. Have you noted any deficiencies in reading skills among your employees?

4. Are you aware of the adult education programs in your community?

☐ Yes

☐ No

If yes, go to 5; if no, go to 6

5. Have you ever suggested adult education to any of your employees?

☐ Yes

☐ No

6. Would you be interested in learning more about these programs?

☐ Yes

☐ No

7. Would your company be willing to provide released time for employees to attend adult education classes?

☐ Yes

☐ No

If yes, go to 8; if no, go to 9

8. Where should these programs be conducted? _____

9. Would your company pay the tuition costs of employees to attend adult education classes?
____ Yes
____ No
10. What kinds of educational needs do your employees have that adult education should meet? _____

11. Does educational preparation affect an individual's opportunities for advancement in your company?
____ Yes
____ No
If yes, how? _____

12. Does your company provide training programs for those employees being considered for advancement?
____ Yes
____ No

THANK YOU!

(INTERVIEW FORM)
GRADUATES OF ADULT EDUCATION PROGRAMS

Mr. _____
Mrs. _____ My name is _____
Miss _____

The director of adult education in Montana is sponsoring a study to find out how the graduates of adult education programs feel about those programs. May I please have a few minutes of your time to ask you a few questions?

1. What is your age? _____ Years
Don't ask but check sex: _____ Male _____ Female

2. Are you presently employed?
_____ Yes
_____ No

If no, go to 7

2a. What type of work do you do? _____

3. After recording type of work, check corresponding category:
_____ Skilled Labor
_____ Unskilled Labor
_____ Professional

4. Do you like the job you presently hold?
_____ Yes
_____ It's OK
_____ No

5. Would you like to do different work from that which you are now doing?
_____ Yes
_____ No

If yes, ask 6

6. What kind of work would you like to do? _____

6a. Have you had any training or experience in that area?
_____ Yes
_____ No

6b. After recording type of work, check corresponding category:

- ☐ Skilled Labor
- ☐ Unskilled Labor
- ☐ Professional

7. What type of work do you do when you work? _____

7a. After recording type of work done, check corresponding category:

- ☐ Skilled Labor
- ☐ Unskilled Labor
- ☐ Professional

7b. How long has it been since you worked?

- ☐ Less than one month
- ☐ 1-6 months
- ☐ More than 6 months

7c. Do you want to do the same type of work again?

- ☐ Yes
- ☐ No

7d. If no, what would you like to do? _____

7e. After recording type of work desired, check corresponding category:

- ☐ Skilled Labor
- ☐ Unskilled Labor
- ☐ Professional

7f. Have you had any training or experience in that area?

- ☐ Yes, a lot
- ☐ Yes, some
- ☐ No, none

EMPLOYMENT - GRADUATES OF THE PROGRAM

8. Now I'm going to ask you some questions about the Adult Basic Education program you completed.

8a. Do you think the program helped prepare you to get the kind of job you want?

- ☐ Yes
- ☐ No

8b. If yes, how? _____

8c. If no, what kind of additional courses or activities should be added to the program? _____

9. Was one of the reasons you enrolled in the adult education program to help you improve your reading skills?

____ Yes

____ No

If no, go to 10; if yes, go to 9a

9a. Did the adult education program improve your reading skills?

____ Yes

____ No

9b. Have your improved reading skills allowed you to apply for jobs that you would not have previously applied for?

____ Yes

____ No

If yes, which jobs? _____

9c. Have your improved reading skills helped you to be promoted?

____ Yes

____ No

9d. Have your improved reading skills affected your relationships with your family?

____ Yes

____ No

If yes, how? _____

9e. Have improved reading skills affected your life in any other way?

9f. Have you encouraged anyone else to attend an adult education program to improve their reading skills?

____ Yes

____ No

9g. Did you seek help with your reading problems prior to your enrollment in the adult education program?

☐ Yes

☐ No

If yes, what program? _____

10. Have you ever experienced difficulty in reading anything?

☐ Yes

☐ No

If yes, what? _____

10a. Did you seek help prior to the adult education program to help you with your reading difficulties? _____

If yes, where? _____

10b. Did it help?

☐ Yes

☐ No

10c. Has your reading difficulty ever stopped you from applying for a job you really wanted?

☐ Yes

☐ No

If yes, which job? _____

11. Do you feel as though you have any unmet educational needs?

☐ Yes

☐ No

11a. If yes, what are they? _____

11b. If the metric system is not mentioned ask: What about the metric system?

☐ Yes

☐ No

11c. If consumer skills are not mentioned ask: What about things that would help you become a better consumer?

☐ Yes

☐ No

11d. If any needs stated: Do you plan to take any courses to meet those needs?

☐ Yes

☐ No

If yes, which courses and where do you plan to take them?

If no, why not?

Would you like to talk to a trained professional about your educational needs?

☐ Yes

☐ No

12. Did you enroll in the adult education program to generally enrich your life?

☐ Yes

☐ No

13. Did you enroll in the program to learn something that could help you increase your earning power?

☐ Yes

☐ No

14. Did you pay for the adult education program you attended?

☐ Yes

☐ No

If no, go to 14b

14a. If yes, how much did you pay for each course?

14b. If no, what type of support did you have?

14c. If no: If no support was available could you have afforded to attend the program?

☐ Yes

☐ No

14d. If no to 14c: What would have been the maximum amount you could have paid?

14e. If yes to 14c: Would you have been willing to pay for the program yourself?

 Yes

 No

APPENDIX B

A housewife 34 years old reports that the ABE course was a turning point in her life. She named three things that happened to her as a result of the course being offered in her small town. First, she gained confidence in herself as the ability to study, read and comprehend progressed. She obtained a G.E.D. and then set additional goals to achieve. She is presently working at a high-paying job--a job she would not have even thought of applying for before her adult education experience.

A ranch couple, 48 and 46 years of age with four children, reported that neither had finished their education while they were young. They discovered the adult education course and began to review and build on their basic skills. As their confidence grew their accomplishments grew. First a G.E.D., and then towards more difficult goals. After three years she is working as a secretary in an insurance business and he has completed not only the real estate test but also the broker's test and now owns his own real estate business. They report enthusiastically that they read more and are a help to their children and feel the ABE program definitely was a positive factor in their accomplishments.

A housewife 42 years old emphasized the factor of timing which was repeatedly mentioned to this interviewer by students and post-students of the ABE program. Mainly that she was ready and wanting the program at the time the program was available. She was content to remain a housewife and was not seeking work or advancement but felt the ABE program had given her more confidence in herself and made her more valuable to her church, family, and community.

A widowed woman of 49 emphasized that it was good to use the public school facilities for adults. She reported that the program helped her by reviewing skills and helping get her diploma. She enthusiastically reported that the program helped her get out of a rut--she got a diploma--lost 72 pounds and was attending other specific adult education courses.

A 25 year old single female holding an unskilled job reported that the ABE program had really affected her life. She mentioned that it had benefited her in math, accounting and communications. In fact, she pointed out that before the ABE course she would have been unable to participate successfully in this interview, a point made by many people this interviewer came into contact with.

A 45 year old school custodian reported that improving his skills in math, reading and communications resulted in his being able to pass the G.E.D. test. He mentioned that probably the most important outcome was the effects on his family life, namely that he could help the children and communicate more freely--also that he had become an avid reader.

A 34 year old female working as a waitress in a cafe-bar reported that the ABE program had improved her math and reading skills--that she had obtained a G.E.D. and was presently studying full-time to become a secretary and bookkeeper. She said the program had definitely affected the

relationships with her family as she could communicate better and felt a lot better about herself.

A man 35 years old and his wife 31 years old with five children, six years in the United States from a foreign country, could not speak or read English. They began the ABE program as the wife enrolled in the 'home-bound' program. The husband sat in the background and it wasn't long before they both were seeking all the help they could get. Today he is employed as a head cook in a cafe and she is content to be the housewife. Both are enthusiastic about the ABE program as they can now read and write and speak English and have obtained their coveted U.S. citizenship.

A 52 year old maintenance worker reported that he was a student in ABE in order to help learn basic skills in reading, writing and math. He pointed out that he liked his job but because of his lack of education (third grade) he was constantly being passed up for promotions--it bothered him that he was not selected to make out time sheets, requisitions, orders, etc. He also said that over the years, work was plentiful and that now with the high unemployment, the thought of losing his job and not being able to get another was scary. He was enthusiastic about the program and mentioned that he was reading books and newspapers, could communicate better and wasn't embarrassed as much.

A 23 year old female used to be an orderly at a nursing home but really wanted to work in an office or at clerical work. She was enrolled in the ABE program to improve her skills and obtain the G.E.D. She plans to continue in vo-tech towards her goals. She reported that improved reading skills definitely affected her relationships with her family as she felt better about herself and could communicate better.

A 19 year old male mentioned that improved reading skills had affected his life in many ways. Namely he could communicate better with his friends, could use new words and felt better about himself. He said that reading in front of a class in school had caused him embarrassment many times. Although a school drop-out, he now plans to get the G.E.D. and continue his education. He contributed his start to the ABE program.

A 19 year old married girl, mother of a little boy, looks to the ABE program as a beginning towards improved education and a job as a nurse's aide. She said reading problems were a constant source of embarrassment in school and that her family was down on her for her lack of reading ability. She felt the ABE program would and, in fact, had improved these skills and that her ability to communicate had really improved.

Typical of many students in the program was this 18 year old unemployed school drop-out. She had reading difficulties and enthusiastically reported the ABE program had improved her reading ability. She was looking for the ABE program to help her complete the G.E.D. and open up new programs that could help her find work.

Another typical student in a city with a vo-tech center was this 21 year old school drop-out using the ABE program to improve basic skills enough so that he could get the G.E.D. and then be accepted in a more advanced vo-tech program in their Case heavy equipment operation.

A lifelong disabled (unable to walk) 32 year old wasn't thinking of steady employment but felt she needed to improve her math skills. She did volunteer work with the handicapped and felt reading was her strong suit.

This 34 year old logger with four children and no high school education became disabled in a logging accident. He plans to improve his math and reading skills and maybe get the G.E.D. He reported that reading in front of a class was a painful memory and that in his school days he finally flatly refused to do it. As he is just getting started in ABE he couldn't say if improved skills will effect his life but he is counting on it.

A non-typical student was this 31 year old high school graduate wanting to improve her basic skills enough to be successful in a medical secretary course.

A 17 year old male with no high school education wants to improve his skills in order to get into a construction course. He reported improved reading skills and was optimistic about the future.

A 31 year old married female with two children reported that it bothered her not being able to read. She mentioned she had been embarrassed in front of her class in grade school and that it embarrassed her when she had to fill out forms and everything like that. She reported her reading skills were improving and that it was affecting her life in a positive way. Like most of the students she reported that if there was a charge for the ABE program she could not afford to attend.

A woman 53 years old had worked as a nurse's aide for 14 years before contacting M.S. She is now confined to a wheel chair unable to do the same type of work. She enrolled in ABE to help improve her basic skills in order that she might pursue her education toward secretarial type work. "Can't just sit around doing nothing." She regards the ABE program as a godsend.

This 16 year old girl was typical of the four 16 year old girls interviewed by this interviewer. A drop-out because of being pregnant, she is now married and has lost her child. Reading was a problem in school and a source of embarrassment when she was required to read orally in front of her class. Now she is enrolled in the night ABE program in hopes that she can complete a G.E.D. She plans to continue her education as much as possible but steady attendance is difficult now.

